

INDIA NEEDS INTERNATIONAL STANDARDS IN ACCREDITATION PROBLEMS IN ADOPTION AND IMPLEMENTATION

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ABSTRACT

The paper outlines in brief, need and importance of introducing global quality standards in accreditation, prescribed by the international agreement "Washington Accord". This agreement is initially provisional and after scrutiny, if found fit, it is upgraded to Signatory status. It is this status which empowers students of engineering, to become internationally mobile to harness job opportunities in world market. It facilitates mutual recognition of professional qualifications and reduces barriers between nations for mobility of engineering personnel for employment, career advancement and pursuing higher education. However, there are problems in adoption and implementation. The problems are in respect of scope of the institutions which ought to include now more of research & development. Research needs to be increased with a view to enlarge student's innovation capacity and imagination to global level. The paper attempts to identify the problems and evolve possible solutions. India, to be able to fulfil its declared dream of becoming a developed nation by 2020, needs not simple professionals, but movers & shakers, technology pioneers and industry leaders of world class standard, which can come only by becoming member of the international agreement.

The paper takes a note of the discussions and deliberations in World Summit on Accreditation (WOSA 2012) held in Delhi from March 25-28, 2012 and argue that now National Board of Accreditation [NBA] an autonomous body should not remain just doing inspection to measure and certify quality. But it should guide colleges to diagnose problems and give appropriate prescriptions to improve. NBA should assert and be objective enough without fear and favour, in public interest, to give signals to improve physical infrastructure and academic culture. It is understandable that to begin with only a few institutions will come up to global standards. But we must begin somewhere; the number will rise from year to year. Unaccredited institutions simultaneously may continue producing graduates, and they should be pursuing to attain international standards. International accreditation Council of Quality education and Research [IACQER] which is an organization in the world works along with the institutions to upgrade their education and research standards. Our institutions must have to associate to take guidance (Dinesh, 2012).

Although HRD minister Hon Kapil Sibal in the conference speech expressed desire to make accreditation obligatory, at present juncture of time, due to inherent problems some of which are outlined below, it is difficult. In the initial stages till institutions are accredited they will have to remain unaccredited. They cannot be accredited right at birth. Younger generation is seeking increased mobility and wider access to opportunity in world market for employment, career advancement and pursuing higher studies. This necessitates adoption of international standards. Conclusions are drawn so as to enable India to join the band of developed nations.

Keywords: Accreditation, Global Standard, Academics.

INTRODUCTION

Need and Importance of Setting Global Quality Standards in Accreditation

The famous saying goes, "Low aim is a crime". Former

president Dr Abdul Kalam said India should dream big, think great and show commitment to implement dreams. It is time for India to aim high in quality and accreditation. Education without quality is no education. There can be no

progress without quality. It may take time to reach. But at the earliest India must sign Washington Accord, which originated in 1989, with the adoption of superior standards in accreditation. To qualify for signatory status of the same, most colleges may require redesigning their policies & practices, systems & procedures. The process should however begin somewhere. The colleges will have first to assimilate what the international standards are and then try to reach them. Initially the number of colleges fulfilling standards prescribed by Washington Accord may be small but it in view of benefits from it will rise from year to year.

Lot many opportunities due to emerging technology have and are coming up in globalised world. Indian youths need to be prepared to harvest them and go global (Paliwal, 2012). In this era of knowledge driven society, development depends on people's intellectual & technological capacity to generate new knowledge, new theories and new technologies. Students, so as to harness them ought to have world class competency, for which they are ready to work and pay in terms time, effort and money. But not many universities and colleges in India today, are able to offer. This is observed to be mainly because there is no performance evaluation of institutes by using international standards. The institutes have the potential, which can be unfolded only with the adoption of standards of Washington accord. Thousands of talented students in the absence of quality education every year go abroad. They spend huge sums of money. They are going from Gandhi, Nehru Period. How long should they have to go? Has India failed in creating a vibrant educational ecosystem that supports cutting edge research and in turn quality of education? Why foreign universities are coming. Is it not because the unmet demands are huge? Now Indian youth wants to go global and win. Signing Washington Accord to improve standard of education is therefore essential. Systems of accreditation should not let down youths any more.

India now is a rising economic power. It desires to reach to greater heights, for which graduates of colleges, universities and polytechnics have to have competency nothing less than world standards. Students aspire to harness opportunities arising out of globalization and rightly

so India is intending to sign "Washington Accord". To qualify for the same colleges require having superior standards in research, teaching, technology transfer and outreach. Reforming accreditation in isolation is good but not enough. Global standards cannot be reached without re-engineering of associated organizations, namely NBA, colleges, universities, government education administration and training in industry which are responsible for quality directly and indirectly. India, in 2007 is given provisional status in Washington Accord and not the signatory [WOSA]. It means Indian degree is not yet recognised in world job market especially of member countries but will be recognised only after it gains signatory status. Till then Indian students are let down. So as to come out of this crisis, adoption of global standards in accreditation by NBA are urgently called for, implementation of which however, pose many problems. Some countries which obtained provisional status in Washington Accord later than India have already obtained signatory status. This accentuates the need for India to move fast in resolving problems to adopt international standards. It is said, problems seen in proper perspective are half solved. With this intention the paper attempts to throw light on problems in adoption and implementation of international standards in accreditation

Mediocre Institutes are More Costly than the Cost of their up Gradation (Naik, 2004)

Mediocre institutes appear to cost less but truly they are not. Out of pocket expenditure is less but it takes the toll of career of youth. They create mediocre graduates who cannot and do not ensure creation of the future at expected rate. Graduates remain dwarf, and unsatisfied. Nations remain under developed and are left behind the world. The hidden loss is too big. To illustrate, let us assume there are two regions, say region A & region B. Region A has a world class university but the infrastructure like roads, railways etc is poor. The region B has a mediocre university but the infrastructure is five stars. Which region between the two will progress faster and why? Which region students will receive better education and become more competent leaders to develop the region and ensure future of citizens? Knowledge is power, region A by virtue of superior

knowledge in university will produce world class leaders and so it tends to win. The other region in spite of five stars infrastructure because of mediocre university, people may lack in capacities to make full utilization of available infrastructure. The expenditure on creating infrastructure, in the absence of able leaders will not bring expected growth. This is to say that in the period of knowledge society Universities are now the main drivers of development. Up gradation of universities and colleges deserve much higher priority.

It is observed that the critical factor in national and regional development is the availability of world class colleges and universities. NBA should move fast and in a firm manner to appraise government and AICTE of necessity to urgently build world class institutes, which now are a differentiating factor between developed and developing nations. Demand for engineers now is from across the world, so also the supply. Indian graduates, in flat world, are now in competition with their counterparts in world market. Many of them are coming to India, so also many from India are going abroad. Indian engineers can fill up job positions especially in advanced countries where the population is aging. India would have to move ahead vigorously to avail the chances. This demands institutes to be competent by international standards. The question is how can they acquire world class status and be recognized internationally? The only way to be recognised is the accreditation of courses and institutions with global quality standards, by following Washington Accord, which demands re-engineering of systems & sub-systems in that direction. Getting included in Washington Accord is not now an option but compulsion, without which India will not be able to reach to excellence to produce leaders and join the band of developed nations. It will otherwise trail behind.

Reaching to Global Standards is Not a Matter of Only Pumping Money and Appointing More Men on the Job

It is more a matter of scientific planning and putting efforts in a systematic manner (Bush, 1945). There are many institutions in India, who spend money far in excess than necessary. But the expenditure is incurred in a haphazard manner. They are yet nowhere near global standards in

quality. They need to follow quality assurance methods; they need systems. They need to have quality policy, quality manual and quality planning and monitoring cell. European University Association prescribed [2003] blending of internal quality assurance with external. NBA conducts external quality assurance [EQA], and is to be supported by internal quality assurance [IQA], through college level monitoring cell. It has been opined by university associations in many countries like south East Asian that both EQA and IQA are necessary to effectively ensure quality of education (Ganesh, 2006). Do the institutions have periodic review and feedback from students, alumni and industry? Now students demand quality in education. Education is now global and in buyers market. Competition is fierce. Will NBA give methods and improved systems to colleges? This will decide the success in reaching to global standard. Should NBA prepare documents of successful case studies in India and abroad, and provide to colleges so as to reach to global standards on sustainable basis? Should NBA give quality directions to AICTE and government? It is now an autonomous body of professionals and not subordinate of AICTE. In public interest it should not hesitate. In AICTE and government there are political considerations which, in spite of wish prevent professional development of colleges reaching to excellence. NBA without regard to politics should give valuable service in this respect. IACQER is reported to be giving matching grant in aid to institutions to raise R & D infrastructure, technical support and a wide platform of quality education and research. NBA should have to formulate schemes to associate.

Develop Awareness for Global Standards

Accreditation Board for Engineering & Technology [ABET] of US is the first body to have started accreditation 80 years before (Paliwal, 2012). All credible engineering programs in US today seek and obtain ABET accreditation. NBA started in the year 1994 has accredited so far very few existing engineering programs. Although India started late in accreditation it is now moving fast. Government has made accreditation a precondition for obtaining financial support for modernization of research and education programs. Besides, employers are also giving preference

to graduates coming from accredited institutions and courses. Students prefer courses for admission which are accredited. Foreign students now essentially prefer such institutions. The tempo in favour of accreditation is being built and soon will catch up. The route to accreditation goes through scientific approach in adopting global visions & missions, policies & practices, systems & procedures. Government will have urgently to mobilise opinion of colleges in favour of Washington accord, create collective ambition, shared vision, and give technical advice for which several seminars country wide, are necessary. There is no short cut as well as no option to quality enhancement. If the institutions deserve global standards students and employers the world over stand to gain immensely. If not there is a threat to their survival from entry of foreign universities who are at our door steps. The external threat is forcing global standards in accreditation. Preparing ground adequately needs to be driven in the minds of those who manage and maintain institutions. Institutions ill equipped will prefer not to be accredited. They will not apply till they fulfil the norms & standards and deserve accreditation. The colleges will have first to go through internal quality assurance tests. Good thing is that the momentum is picking up. Accreditation is giving impetus to quality enhancement. Washington accord if adopted and implemented will internationalise Indian education programs.

Reforms in India are High on Agenda

TEQIP-Phase I is Complete and Phase II is in Progress

Government has undertaken reforms in technical education in association with World Bank through Technical Education Quality Improvement Program [TEQIP] from the year 2003 (NPIU,2009). It has created National Project Implementation Unit (NPIU,2009). for systematic implementation. The first phase covering 127 institutions is complete in 2009 and the second phase covering around 200 colleges is in progress. Government is pumping around Rs 4000 crore, besides doing re-engineering of systems, which is crucial to quality improvement. TEQIP has made it obligatory to colleges to become autonomous, as well as have an effective board of governors, get courses accredited and recruit adequate qualified faculty & staff.

NBA is Evolving Improved Norms & Standards from Time to Time [Web-NBA].

It recognizes that with the increase in colleges in the country, accessibility has increased which is good but quality of education has decreased. A NASSCOM study indicates that only 25% of Indian engineering graduates are employable. Mac Kinsey Report observed that only 13% are employable in multinationals. To re-educate the half baked graduates "Finishing Schools" have been started. Currently it is observed that infrastructure of colleges is far too weak. Qualified teachers are not available, competency of teachers is so low that it is said practically "blind is teaching blind". What is wanted is not taught and what is taught is not wanted. There is a serious mismatch. Technological research which is the basis of state of the art education in most of the colleges is almost absent. Most of the self finance colleges are behind time. They are producing soldiers to do lower end jobs at best in multinationals. NBA is now activated to remove the ills. It must however move fast. Colleges, universities yet don't have the essential elements like research, innovation centres and so in a way they are handicapped like a human being with feet and hands.

Colleges have become "Black Boxes" consuming more inputs and giving less output.

Lack of Political will is the Main Cause of Worry (Naik,2010)

HRD is not yet given due importance in national and state planning. Only lip sympathy is offered. National budget allocation, although increasing, is far too low by international standards. Deeper purposes of education are not understood by the politicians who approve budgets for public education. Private coaching classes in India are booming. Privatization has set in, which is good, but most of the self finance colleges are managed & maintained by politicians, who have no deeper insight in education. They have low value for academics. Today education barons have usurped the powers of academicians. Professors have no freedom to think and freedom to act. Fees collected in private colleges are siphoned for political purposes. Unethical trends like capitation fees although banned has become prevalent. Nobler aims of education are thrown to winds. They are found to be exploiting

students and not offering quality education. Bottom 50% of the population due to high fees is not able to send children even when they deserve and are willing. Lot of turmoil in disadvantaged class of people is breeding. There is a sense of betrayal amongst down and out people, that things are designed only for the rich. It is a hot topic of discussion in parliament and most of the state assemblies. Government is spending only around 3.5% of GDP on education as a whole and out of which less than 1% on higher & technical education. Government has announced several times from 1991 to raise budget to 6%. But yet it is not practically done. It is felt that something somewhere is seriously wrong and the political will is lacking.

Introduction of global quality standards in accreditation to halt such things is a must, without which opportunities will slip out of people's hands. Engineers will be less mobile and stagnate; their career advancement will be less in globalised market [Paliwal]. The future of younger generation will then be affected. The younger generation then will not pardon us for lapses. We must have to bring the world proven systems & procedures, policies & practices to develop human resource and make them globally competent. This however, demands re-engineering of the whole process of engineering education. Will the NBA and government show courage? Will the colleges make Gap Analysis between them and their counterparts abroad (Naik, 2010)? Creativity, discovery, innovativeness is the character of institutes abroad. Improvement in education has gone far beyond class rooms. Improvement in class room teaching and learning is necessary but not enough. They have to be generating new knowledge, new theories and technologies and become maternity homes for safe birth of Hi- Tech firms. Institutes abroad are in driver's seat, Indian institutes are followers like bogies of a train. Why it is so in India? Indian people are rated to be brilliant but the quality of education and accreditation is lacking. An autonomous professional body like NBA, in the interests of future of youths can play a crucial role in giving medicine to government and improving quality of education. Unless they do so more funds and higher priority is less likely to come.

Major Problems in Adoption & Implementation and Some

Possible Solutions

An attempt is made in this article to identify the problems. They are presented with a view to evolve solutions. A well known saying goes, "problem seen in proper perspective, well in time is half solved." Ignoring problems is too costly. Future of youth and in turn of India is now at risk. India has to increase the competency of its work force urgently. Do we realise this?

Lack of Organizational Capability, Systems Inefficiency and Too Low Competency of Majority of Professors are Some of the Crucial Problems [NPIU]

No institution is higher than the knowledge level of professors. It is they who decide the level of an institution. It is they who fire the imagination of young. The real assets of an institution are the professors. But today it is our weak point. Developing capability of professors is the first and foremost need of the hour, which however is a long drawn process. It will take years till professors become as qualified and competent as in foreign. The present systems for growth of professors are outdated. Indians in US perform far better because the systems under which they operate in USA are good. The professors in India however in less efficient systems remain dwarf. They lack international exposure. Only a small proportion of professors have opportunity to go abroad. This is their serious short coming. Their service conditions are poor. Funds for research are not available. Research creates wealth; it is not a financial liability but an asset. This is less realised. Consequently, professor's growth in profession does not take place. They are almost disconnected from their counterparts elsewhere in the world. Hardly a few professors had chance to go abroad and see what policies & practices they follow. Their visions & missions, mindsets are not in tune with the dynamics of globalised world. Syllabi are outdated. They lack research infrastructure and research skills and consequently they teach yesterday's knowledge today. Our institutions today live in the past. They are behind time. They need to be oriented to teaching sunrise knowledge & skills needed in future. Time demands capacity building of professors & staff in colleges & universities. NBA will have to contribute on priority in this regard. It will have to suggest ways & means to strengthen capacities of colleges and professors in them. It

should not only say that they are good or not good. Unless it overcomes the problem of systems improvement in accreditation India may not be able to become signatory in Washington Accord.

Lack of Autonomy to Colleges is Another Problem

Many commissions from Radhakrishnan Commission have recommended autonomy to colleges. Kothari commission of 1964-66 recommended, New Education Policy of 1986, so also National Knowledge commission 2007 recommended. But the progress in this direction is too slow. Only a few handful colleges have become autonomous. There is a resistance to change from all stakeholders. Even the government and universities although recommend autonomy yet they do not hand over its powers to colleges. Permanent affiliation which is a precondition for autonomy is not given for selfish purposes. This is the root cause. Governments are recommending but with reluctance, there is no force in recommendation. World experience shows that, nations are prosperous where colleges are autonomous (Rhodes, 2003). Government is not qualified in academics. It cannot steer the direction of higher education and so it should not interfere. But interference from government in academics is frequent. It grants autonomy with strings attached. So in real spirit colleges' do not get freedom to steer their own direction. They have become like bogies of a train instead of becoming an engine. Unless government takes initiative in granting autonomy, its initiative in signing Washington Accord of accreditation may not bring desired results. Debates & discussions on autonomy, with case examples from India and abroad on how to implement it in real spirit are necessary, without which problems are likely to persist. Government, universities, colleges and professors and administrators have it seems doubts. They need to be thrashed out.

Colleges do not have Schemes and Means to Enable Professors to Grow to International Standard

Professors have become hirelings in colleges, both of government and private. They have no say what so ever in reforming education. They are hired and fired at the sweet will of whimsical management in self finance institutions. They just do not follow prescribed service conditions, which

remain on paper. Professors have no academic freedom which truly is the backbone of reforms (Glen, 2002). They have become puppets in the hands of management. Research is given back seat in technical education. Many state governments have approved contract appointments on too low salary to professors. Entry in this knowledge profession is being given to mediocre. This is a negative factor which is going against quality movement. Mediocre, lowly qualified professors are teaching meritorious students. They teach nothing other than how to be more mediocre. Majority of professors in colleges are of this type. They are appointed every year at the start of the year and terminated at the end. Regular faculty is less than half even in government supported colleges. This is a false economy. There is very little learning in colleges; careers of students are at stake, and so is India's future. Making accreditation obligatory to colleges as desired by the honourable minister is easy, but difficult to come up to expectations. It takes time, effort and money to upgrade standards. One of the basic principles of accreditation is that it should be optional and not compulsory. Secondly, there are different yardsticks for the measurement of accreditation. So, the first step is to make the concept popular.

Faculty Crunch has Crippled Education

Most of the students in private as well as in government colleges go to coaching classes, which are booming. Coaching classes teach and make more value addition. They teach parrot like. So creativity, imagination in students is not promoted. Besides, students have to pay fees in colleges as well as in classes. This is a national disgrace that colleges have become only registration bodies and not educating students to lead in creativity. AICTE has prescribed qualification as M.Tech and Ph.D for higher posts. The existing teachers register the names in one of the colleges, where there is no learning worth the name, yet PG is allowed. Mostly they get degree from universities by manipulations. Thesis for the M Tech and PhD are available on sale in market. It is a very tragic situation. Under these circumstances how Washington Accord will make India a signatory? NBA will have to work hand in hand with AICTE and enlarge schemes for faculty up gradation. Increasing professional and organizational competency of professors

is a gradual and slow process. It is relatively quick to build buildings, purchase equipment but to build faculty is time taking, requiring years. Do we realise this (Gohin, 1969).

Quality does not Grow where Research is Absent (Rhodes, 2003)

Professors have no research grants. Colleges have become teaching shops. Professors teach sunset knowledge. Students learn parrot like what is handed over to them. Unfortunately, teaching and research are segregated from each other and CSIR labs get most of the research budget. This leads to weakening of both. Unless professors are involved in research there is no force in teaching, professors lack depth and relevance. They tend to teach irrelevant knowledge coming from abroad. They tend to produce technology followers and not leaders. They tend to teach stale knowledge. Washington Accord prescribes research as integral component of professor's duties and responsibilities. The principle is well understood. But very few colleges in India have research infrastructure and mind set in its favour. This is one major problem to be able to become signatory of international accord. It is a firm contention that without research base in colleges' quality of education is less likely to improve. India to be competitive globally must have to integrate research with education and industry. Education charged with spirit of discovery and innovation alone can move India forward. Colleges have major influence on improving innovation capacity of India. They are reckoned as mother of innovation. If colleges do not create centres of research and innovation, then there is no hope and other way for India to be a developed nation. It is more on account of lack of research that India does not stand high in world list. Research and innovation generate economic surplus and provide economic security. If India has to come at par with the world it will have to take a drive for introducing research in colleges. IACQER can be a good guide to us in this respect.

Majority of research funding today is done in CSIR laboratories. The conventional system of funding may have to be altered and a big junk be created and diverted to universities & colleges. Our colleges will have to dream big, think great like their counterparts and teach research skills

to students. Known knowledge is limited but imagination not. Students are expected to learn not only known knowledge but learn to discover unknown. Academicians and NBA will have to influence politicians to allocate research funding in colleges for the welfare of children and grand children. This will enable India to join international ranking. Research subsidises education and education subsidises research. Research funding does double duty in colleges. First, research skills are imbibed in youths and second technologies are generated at a much cheaper cost and least time. Most important, it makes learning joyful and effective. India should not lose sight of research. Research is not a fancy affair but it sows the seeds of wealth for future. Washington accord norms and standards demand more of research output.

Commercial Exploitation of Research Findings is our Weakness

Can we make it our strength? What is the use of research if although possible, is not exploited commercially? Our rank in accreditation will then go up if R & D is applied in professions & vocations and our graduates will then be in great demand. Our students will then create Indian brands of technology, products and sell them the world over. Research conducted in B Tech, M. Tech, Ph.D often results in publication. This is good, but better it is if it is exploited commercially. Unfortunately theses remain in library on shelf. No conscious effort is made to obtain economic value from them, mainly because vision and commitment in this direction is lacking. Today, students do not get opportunity to learn to convert inventions in to usable goods and services. Quality of research improves only when it results in commercial use. What use is of research if it is not converted in practical application? It is good that technical education in India is expanding. But acquisition of skills for commercial exploitation which is the demand of time is lacking. Research Park, innovation centre, patent office constitute the infrastructure for research and innovation. It is found to create much needed enterprising culture in campus (Glen, 2002). Colleges then become like magnets to attract brains from anywhere and everywhere. Innovation in India is seriously lacking. This is a serious problem reducing our standing in accreditation. We need

to consciously guard in this respect to get entry in Washington accord.

Industry, in India is Not Yet an Active Partner in Improving Technical Education

This is a vital problem in getting Washington Accord signed. It prescribes the two should work for each other. Institutes and industry have to have synergistic relationship between the two. They are interdependent. They cannot in isolation achieve peak performance. Industry should recognise their role & responsibility in long term and help institutes financially. It should sponsor technological projects and take active part in their implementation. It knows that it cannot do all the research it needs by itself, even if it has R&D centre. Industry cannot be globally competitive without research output from universities and colleges. They both cannot remain stand alone entities. It is too detrimental for their mutual good. Similarly institutes should contribute to corporate development. The character of the institution must have to be innovative contributing value to industrial development (Glen, 2002). This is what Washington accord requires.

Research Parks, Innovation Centres, Patent & IPR Centres are Some of the Projects to be Undertaken in Collaboration (Fang, 2004)

Theory says that if there is no significant industrial research in college then there is no significant education. Industrial research and education are like two ends of a bow. The arrow does not move fast unless the two ends are tightly tied together by a string. Neither end has a force without the support of other. An institute binds the two namely industrial research and education together to provide quality education. Education then becomes a creative learning. Today, most of the industries have foreign collaborations. Their development plans are propelled by foreigners. They do not go nearer to institutes and institutes do not go nearer to industry. The situation will have to be changed, which is possible, only when colleges are engaged in research, and the professors have knowledge to give to industry. Will NBA play a role in attaining synergy?

Colleges do not have Transparent Accounting Systems

Intensions of many self finance colleges are not fair. They do not have professional effective, imaginative Board of

governors. Corruption in AICTE, state offices, universities are of high order. This has a negative impact down below. Under these and many more difficult circumstances NBA has to find its way to global standards in accreditation. They must have a conviction to win. Where there is a will there is a way.

Government's Poor Vision and Too Low Value Attached to Education is a Serious Problem in Government Supported Institutions [E T]

Government attaches too low value to it in national budget. It is mainly on account of this that India ranks too low in the world list. Nobel Laureate Dr Amartya Sen when asked by the then finance minister Mr Yeshwant Sinha what priority should he give to education in national budget. Amartya Sen replied India should give first priority to education. Then he asked what should be the second priority? He again said education. When asked what should be the third priority? He repeated education. He said education-education-education should be the priority in national budget. He said that there is no project more feasible at this juncture of time for India than education. The rate of return from investment in colleges and universities are reported of the order of 50 to 100 %, which very few projects yield. The present budget allocated is around only 3% of GDP, where as many countries in the world are allocating up to 10%, USA 12% and so they are winning in brain race. India has brainy people, but their brains are starved. They need better nursing. Government has been announcing again and again from 1991 that it will allocate 6% of GDP to education. It however, gave only lip sympathy.

If government does not increase public budget on education, international standard is less likely to come and signing Washington Accord on accreditation will be difficult. Government needs to be provoked for quality education. How to provoke is a problem? Who can provoke? Policy makers in India are not galvanised with new ideas. Strategies employed are behind the world. National Knowledge Commission 2007 and Yeshpal committee report 2009, gave valuable recommendations, which however are too slow in implementation. Those who should show lead like UGC/AICTE themselves are found to be

opposing. Academicians like Prof Yeshpal have so far failed to pursue government. Although budget for education is increasing from year to year yet it is too low by international standard. Unless public budget is increased reaching international standards is difficult, especially in aided colleges.

Most of the Universities and Colleges are Like a Physically Handicapped Person

A person without a hand, leg or eye etc is considered to be handicapped. He cannot perform the operations like a normal man/woman. A college or university without research centre, patent & IPR, technology transfer department, innovation centre etc is also a handicapped institution. Now day's institutions should enlarge their scope to cover above stated organs besides teaching and learning in class rooms. The activities are interactive, supportive to each other, strengthening learning. Teaching and learning without these organs remain incomplete, irrelevant, nonviable and out of date. The multifaceted activities are reinforcing the teaching and learning. Without them learning of students learning remains incomplete, and deficient. Do we realise this? Institutions in India by and large are really deficient in respect of research and professional requirements. They cannot run in global race with handicaps and hope to win. They cannot rank high in world list and become innovative, creative and world class. The framework and scope of the institutions first must have to be made comprehensive covering the elements needed. The conception of the institutions will have to be inclusive of multifaceted activities. Shall we not envision the modern institutions? The old type of institutions based on only class room teachings have gone out of date. NBA will have to assert to change mind set of key people in colleges to enlarge scope of colleges.

Conclusion

The paper has presented major obstacles for attaining global standards. The problems are huge. But they are solvable. Accreditation cannot be seen in isolation without re-engineering of key stake holders namely, industry, government, and colleges. Indian institutions have the potential but for awareness and high aim the potential remains unexplored. Conferences to develop awareness

are necessary.

An international accreditation standard in Indian colleges & universities to ensure recognition and mobility of students, their career advancement, and availing growing opportunities in business world and to enrich human civilization is the need of the hour.

Rapid up gradation of quality of education through accreditation in the light of experiences in the world should urgently be taken up. There is nothing more urgent for India at this juncture of time than reviving technical education to make youth more mobile. We should not close our eyes and ears to good ideas from abroad. We should not miss to benefit from them. It is too costly not to interact with the counterparts elsewhere in the world. Accreditation by standards of Washington Accord is the need of the hour.

Accreditation for institutions, the world over, is optional and not obligatory. In India too it should not be made compulsory. The benefits from accreditation nationally and internationally to an institution should be an attraction to the colleges and universities. Incentives may be given, so that more and more seek accreditation. Besides, unaccredited institutions have also a place in society. If unaccredited institutions do not survive, it will give a setback to much desired increased access to education to masses.

NBA should not become just an inspection and certifying body, but it should offer technical advice to colleges to improve. It will have to work hand in hand with AICTE and state governments to reform. Industry should not remain a silent spectator but become an active partner. The problems are possible to be solved. Alumni and industry must have to support.

Restructuring and repositioning of NBA with respect to society, government and the world is needed. The conventional wisdom of NBA, with primitive visions & missions, systems & procedures, policies & practices need revision. Once as a part of AICTE they served well. But now as an autonomous body in free world NBA is expected to stand on its own merit and imagination. It should take least support of government, rather it should give support. If innovation and creativity are to be given a boost, NBA should have to show a lead and imagination in getting Washington Accord signed.

NBA now should have to do its home work efficiently, avoid delay and win the confidence especially of Self finance colleges, which turn out 80% of graduates. It will have to be objective in purpose giving warning signals if necessary to AICTE and governments to increase budgets for quality infrastructure, equipment, research and education.

India, without international standards in accreditation, is at risk, industrial productivity is at much greater risk. NBA should play a key role in resolving problems in adoption and implementation in achieving international standards.

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